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AUTHOR Gilbert, Judith C.; Burger, Patricia
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ABSTRACT

This resource guide reviews a variety of performance-based student assessment strategies, and provides examples of, and references for, the strategies. Strategies include anecdotal records, interviews, peer report and group evaluations, and portfolios. Materials in the guide include: (1) a resource guide update form for teachers; (2) department guidelines on the assessment of student performance; (3) general information concerning performance-based assessment; (4) materials on anecdotal records, observations, and student profiles, with related forms and checklists; (5) learning contracts with students; (6) curriculum-based assessment; (7) interviews; (8) student participation; (9) peer reporting and group evaluation; (10) student portfolios; (11) student products; (12) questioning techniques; (13) self-assessment and self-reports; (14) task or performance assessment; and (15) writing. Material on each strategy includes a definition, a statement of the strategy's advantages, guidelines to assessment methods, sample forms, a short list of print resources, and references to contact persons who have experience with the method. Appendix A provides forms with which teachers can assess their evaluation and reporting systems. Additional print resources are listed in Appendix B. (RH)

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Performance-based Assessment Resource Guide

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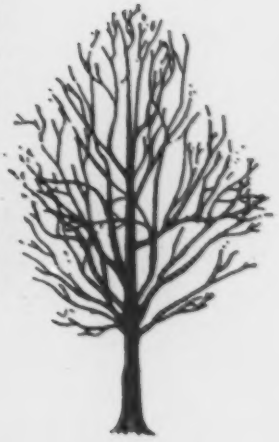

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April 1990

Performance-based Assessment Resource Guide

Judith C. Gilbert, Senior Consultant
School Effectiveness Unit
303/866-6761
Patricia Burger, Curriculum Broker
School Effectiveness Unit
303/866-6773

Colorado Department of Education
201 E. Colfax Avenue, Denver, Colorado 80203

William T. Randall, Commissioner of Education, State of Colorado

Arvin C. Blome, Assistant Commissioner
Office of Federal Relations and Instructional Services

Susan Schafer, Director
School Effectiveness Unit

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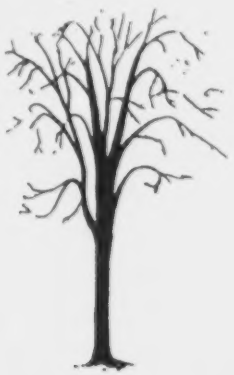


Introduction
by Judith C. Gilbert

As Colorado school districts move away from a strictly information-centered curriculum toward the inclusion of higher level thinking skills and processes, the disadvantages of using standardized tests as a sole measure of achievement become more and more apparent. **"Large-scale testing programs are limited by political and practical considerations that undermine their fidelity to important learning outcomes."** (Shepard, p. 4.) Including performance-based or learning-based assessment measures is an integral part of many districts' curriculum development projects.

Performance-based assessment has always been acceptable for music, art, drama and speech classes; however, translating that model to information-based, academic subjects is not easy when knowledge acquisition rather than application is the focus. Classrooms that have become learning environments, teachers who have become learning coaches, and students who think of themselves as involved in a community of learners encourage attention on performance-based assessment measures.

The Colorado State Board of Education is focused on raising student achievement and encourages schools to examine a variety of student outcome measures to report their success. The Public School Finance Act of 1988 requires that at least some of these measures be compared to national or statewide Colorado norms. Yet a norm is simply a reference point or point of comparison. Thus, schools are NOT limited to the traditional, nationally norm-referenced achievement test battery. (Martin, p. 2)

The less obvious, but real benefits of an alternative assessment model are that students learn that the development of abilities is essential to achievement, that the development of knowledge and intuition are true indicators of success, and that the use of assessment is a personal responsibility. (Don Watson, CDE)

This resource guide reviews and provides examples and references for a variety of performance-based assessment strategies. This is a work in progress. Your suggestions and shared materials are needed as we provide an update this fall. The form on page iv is provided for your convenience. Please type or print clearly.

Works Cited:

Martin, Wayne. 1989 Colorado State Board of Education Goals: Strategies for Excellence: A Progress Report. Colorado Department of Education, May, 1989.

Shepard, Lorrie A. "Why We Need Bettter Assessments," *Educational Leadership*, April, 1989.

Watson, Don. Student Assessment. Unpublished paper, Colorado Department of Education.

Form
Information to Update Resource Guide
Performance-based Assessment Strategies

Type of Strategy (please check):

_____ Anecdotal Record, Observation, Student Profile
_____ Contract
_____ Curriculum-based Assessment
_____ Interview
_____ Participation
_____ Peer Report/Group Evaluation
_____ Portfolios
_____ Products
_____ Questioning
_____ Self-Assessment/Self-Report
_____ Task or Performance Assessment
_____ Writing

Description:

Grade Level(s) Used:

Subject Area(s):

Classification of Students for which Measure is Appropriate (i.e., gifted, Chapter 2, at-risk):

School:_____ Phone:_____

Address:_____

_____

Contact Person:_____

Return to:
Judy Gilbert
School Effectiveness Unit
Colorado Department of Education
201 E. Colfax
Denver, CO 80203

Assessment of Student Performance
A Statement from the Colorado Department of Education

Developed by the CDE Assessment Task Force, March 1990

This document provides a brief description of context and beliefs about education and assessment of student performance.

I. Context for Education

The shift from a manufacturing to an information-based economy has profound implications for education. Technology will become increasingly important, and the rate of change and knowledge obsolescence will continue to escalate. In the year 2000, even entry-level jobs will demand sophisticated literacy skills; there will be fewer jobs for high school graduates and non-completers. The tools students need for the 21st century are the abilities to think critically, to adapt to change, and to be lifelong learners.

Increasing global interdependence has resulted in more exposure to other cultures. Our own workforce is becoming more diverse with the growth in minority populations and the influx of women into the workforce. Students need communications skills — to speak other languages and relate interpersonally — to survive in a context of multicultural diversity.

Equally important is the shifting of family demographics. In the 21st century, there will be more single-parent homes and more women in the workforce. Childcare will become an even more critical issue, and schools will be asked to respond to the need for before- and after-school childcare. Parents' abilities to support their children's education will continue to vary widely. The issues of adult illiteracy, poverty, drug addiction, AIDS, and teen parenthood will affect opportunities for school success. Schools will be forced to address these societal realities in concrete ways in the 21st century.

II. Beliefs About Education

A. Purpose

The purpose of education is to maximize all students' learning so that they may function in a multicultural/pluralistic society. Students should possess the skills, attitudes, and abilities to maximize their options both in school and as adults.

B. Assumptions about educating children for the 21st century

1. All students will learn throughout life.
2. All students will experience success in school.
3. Resources will be used to maximize student success.
4. Learning occurs in the context of school, home, and life experiences.
5. Responsibility for learning is shared by the student, teacher(s), parent(s), and community.

C. Desired characteristics of schooling

1. The mission of the school and goals of learning are clearly defined.
2. Instruction is driven by specified learning outcomes.
3. Instruction is tailored to varying learning rates, styles, and student interests.
4. Progress toward achievement of goals is monitored individually.
5. Student success is reported; lack of progress is viewed as the need for additional time or resources.
6. Strengths and interests are used for planning individual educational and career goals.
7. Human and materials resources are used flexibly to meet individual student needs.
8. Student and community needs are reflected in school structure and organization.
9. The focus of schooling for students is self-directed learning.
10. Instructional practices and materials are free of racial, ethnic, and gender bias and reflect our multicultural heritage.

III. Beliefs about Assessing Student Performance in the 21st Century

A. Purpose

1. Use by the student in guiding his or her own learning

2. Use by staff and others in preparing the learning situations, and

3. Accountability to various publics.

B. Assumptions

1. Assessment is driven by purposes and objectives.

2. Assessment evaluates both the process and product of learning.

3. Assessment reflects the development of the whole child.

4. Assessment reflects essential performances or competencies.

5. Assessment processes are embedded in instructional processes.

6. Assessment results are used for decision-making.

7. Assessment provides information about the individual student from preschool through post-secondary transition.

8. Assessment is used diagnostically at all levels.

9. Multiple means of assessment are used to provide an accurate profile of the whole child.

10. Assessment data from a variety of sources provide information about the performance of students at the classroom, building, district, and state levels. This information may be disaggregated by the appropriate category, such as gender and/or ethnicity.

11. Assessment practices and instruments are free of racial, ethnic, and gender bias.

12. Assessment procedures demonstrate student growth over time utilizing baseline criteria.

13. Assessment reflects multiple sources (student, teacher, parent, community).

Contact Jan Silverstein, CDE Field Services Unit, 303/866-6635, for copies of this statement.

General Information Concerning Performance-based Assessment

Standards for judging student performance can be:

Norm-referenced: based on nationally normed representative samples taken under controlled conditions with a mean that identifies typical performance.

Criterion-referenced: specifically designed to assess the goals and objectives of a particular program.

Self-referenced: compared to a standard based on student judgment.

Performance Assessment: demonstrates a student's ability to integrate and apply what has been learned.

Criteria for authenticity in assessment
(Developed by Joellen Killion, Adams County School District #12)

1. Structure and logistics. Is the structure appropriate—does it fit naturally into classroom instruction? Is the assessment as "real life" as possible and does it make sense? Can it be done in the classroom setting? Is it intrusive?

2. Intellectual design features. Is it designed to get the best and not the worst? Does it take into account student diversity? Is it of instructional value?

3. Standards of grading and scoring. Is multi-faceted scoring possible? Does it measure what is essential? Does it measure things that students understand.? How complex are the criteria?...the more complex, the more accurate.

4. Fairness and equity. Is it community based? A single, national measure does not reflect accurately what students are learning.

As we need standards for curricula, so we need standards for assessment. We must ensure that tests measure what is of value, not just what is easy to test. By confusing means and ends, by making testing more important than learning, present practice holds today's students hostage to yesterday's mistakes. ("Everybody Counts, A Report to the Nation on the Future of Mathematics Education," National Academy Press, 1989.)

In today's political climate, tests are inadequate and misleading as measures of achievement. Assessment tasks should be redesigned--indeed are being redesigned--to more closely resemble real learning tasks. Tests should require more complex and challenging mental processes from students. They should acknowledge more than one approach or one right answer and should place more emphasis on uncoached explanations and real student products. (Shepard, Lorrie. "Why We Need Better Assessments," Educational Leadership, April 1989.)

What kind of assessment do we need?

- communicates to students, teachers, and parents that most real problems cannot be solved quickly and that many have more than one answer.
- allows students to learn at their own pace.
- focuses on what students do know and can do rather than what they don't know.
- won't label half of students as failures because of unrealistic expectations that all scores should be above the 50th percentile.
- doesn't use time as a factor, since speed is almost never relevant
- is integral to instruction and doesn't detract from opportunities to learn. One of the best ways to assure the connection between instruction and assessment is to imbed assessment into instruction.

Stenmark, Jean Kerr. Assessment Alternatives in Mathematics: An Overview of Assessment Techniques that Promote Learning. Prepared by the EQUALS staff and the Assessment Committee of the California Mathematics Council, 1989.

Alternative assessment of achievement is useful if it:

- represents student performance based on a consensus among teacher, administrator, parent, and student (of appropriate educational or related outcomes).
- provides direct information about student achievement and performance based on educational and related outcomes.
- accounts for the variety of circumstances and needs that influence learning.
- provides a framework which aids in the adjustment of instruction to meet student needs individually and collectively.
- causes grading to provide direct and specific feedback on what a student can do.
- is based on outcomes which provide continuity to a student's educational progress.
- provides an historical perspective on a student's educational progress.

Watson, Don. *Student Assessment.* Unpublished paper, Colorado Department of Education.

Anecdotal Records, Observations, and Student Profiles

Description

Anecdotal records, observations, and student profiles note and record in a systematic or scientific manner information about a student's performance and attitudes individually and/or in groups. The purpose may range from determinating the student's subject matter knowledge to affective characteristics concerning the child's behavior. Data results in a profile of student activity and achievement.

Advantages

A teacher can develop a composite picture of a student by observing and recording behavior such as interaction with others, motivational patterns, and independent work habits. Teachers who use the technique report that it is a satisfying experience for them, and that they improve with practice and constantly get new insights into a student that either supports or explains other evaluation results.

Assessment methods

Observer might look for the student's use of free time, how a book is chosen, ability to use cooperative learning strategies, persistence, discussion techniques, how students seek assistance.

Resources

Samples follow.

Simon, Anita and E. Gil Boyer. Mirrors for Behavior: An Anthology of Classroom Behavior Instruments. Prepared by the staffs of Research for Better Schools, Inc., and the Center for the Study of Teaching, Temple University, 1967.

Stenmark, Assessment Alternatives in Math, p. 22.

Models in Action

Basic Skills English record-keeping and assessment. Contact: Donna Cays and Debby Anderson, Valley H.S., P.O. Box 156, Gilcrest, CO 80623.

Individual Education Plan: Observations about the Student as Reader/Writer, Chapter 1 Student/Teacher Reading Conference. Contact: Vaughn/Sable Schools, Aurora Public Schools, 1155 Vaughn Street or 2601 Sable Avenue, Aurora, CO 80011.

Multi-handicapped preschool children "arena" assessment. Contact: Nancy Dixon, JFK Child Development Center, 4200 E. 9th Avenue, Box C-234, Denver, CO 80262.

Reading/Language Arts Progress Charts. Contact: Monterey Elementary School, 2311 Monterey Road, Colorado Springs, CO 80910.

Samples available: Academy School District 20. Contact: Joanne S. Ihrig, 7610 North Union Boulevard, Colorado Springs, CO 80920.

Samples available: Adams County School District 12, Northglenn-Thornton. Contact: Language Arts Specialists, 11285 Highline Drive, Northglenn, CO 80233.

Sample
Material in Teacher's Folder for Individual Child

Writing Progress of _____ Date _____

Checklist	Yes	Partially	No	Comments
Shows enthusiasm				
Getting Idea of Paragraph				
Shares Writing				
Etc.				

Material in Teacher's Folder for Individual Child

Reading Progress of _____ Date _____

Occasions:

_____

_____

_____

Checklist	Yes	Partially	No	Comments
"Story Structure"				
Explains Theme				
Compares Characters				
Etc.				

Daily Checklist

Name	Is Prepared?	Read Aloud Prepared	Reading with Partner
	Yes or No		

Library Book Selection
Observation Form

Name_____ Date_____

Observer_____

Title(s) Chosen_____

Time	Behaviors

Summary of Information Gained from Observing and Discussing Library Selection Strategies

Observations of Children's Library Selection Strategies

1. Looked for particular topic, author, illustrator, or title
2. Thumbed through book(s)
3. Sampled print or examined pictures
4. Discussed book(s) with peer or adult
5. Chose book(s) without looking inside

Discussions of Children's Library Selection Strategies

1. Topic or story
2. Author or series
3. Illustrations
4. Information from a book talk or a friend
5. Easiness or difficulty of book
6. Familiarity or unfamiliarity of book

From the dissertation of Kay Mervar, University of Colorado, Boulder, 1980. (pp. 93-94)

Sample Student Profile

Skills

LISTENING		SPEAKING	
Acts independently and intelligently on complex verbal instructions		Can debate a point of view	
Can interpret and act on most complex instructions		Can make a clear and accurate oral report	
Can interpret and act on straightforward instructions		Can describe events orally	
Can carry out simple instructions with supervision		Can communicate adequately at conversation level	
READING		WRITING	
Understands all appropriate written material		Can argue a point of view in writing	
Understands the content and implications of most writing if simply expressed		Can write a clear and accurate report	
Understands uncomplicated ideas expressed in simple language		Can write a simple account or letter	
Can read most everyday information such as notices or simple instructions		Can write simple messages and instructions	
VISUAL UNDERSTANDING AND EXPRESSION		USE OF NUMBERS	
Can communicate complex visual concepts readily and appropriately		Quick and accurate in complicated or unfamiliar calculations	
Can give a clear explanation by sketches and diagrams		Can do familiar or straightforward calculations; more slowly if complex	
Can interpret a variety of visual displays such as graphs or train timetables		Can handle routine calculations with practice	
Can interpret single visual displays such as roadsigns or outline maps		Can do simple whole number calculations such as giving change	
PHYSICAL COORDINATION		MANUAL DEXTERITY	
A natural flair for complex tasks		Has fine command of complex tools and equipment	
Mastery of a wide variety of movements		Satisfactory use of most tools and equipment	
Can perform satisfactorily most everyday movements		Can achieve simple tasks such as wiring a plug	
Can perform single physical skills such as lifting or climbing		Can use simple tools, instruments, and machines such as a screwdriver or typewriter	

Subject/Activity Assessment

Curriculum Area	Subject Studied includes final year level where relevant	Years of Study	Achievement	Enterprise includes Most Creativity	Perseverance includes Reliability, Carefulness
Aesthetic Subjects	Drawing	1-4	2	2	4
	Music	1-4	2	3	3
Business Studies					
Community/ Leisure Activities	Social Education	1-4	3	2	3
Crafts	Pottery	3-4	2	1	3
English	English	1-4	2	1	3
Mathematics	Arithmetic	1-4	1	1	2
Other Languages	German	2-4	2	2	3
Outdoor Studies	Outdoor Pursuits	3-4	2	2	3
Physical Education	General	1-4	3	1	3
Science	Biology	3-4	1	2	2
Social Subjects	History	1-4	2	1	3

Provided by Gerald Bracey, Cherry Creek Schools

2d Sample Student Attitude Inventory

1. Do you like to write a lot, some, or not at all?
2. Do you feel that you are an author?
3. Do you mind changing your story after you have written it?
4. Would you like to write more often?
5. Would you rather revise on the computer or by hand? Why?
6. Would you rather edit on the computer or by hand? Why?
7. Do you like to share your writing with others?
8. Do you think that your writing has improved this year? (A lot? Some? Not at all?)
9. Do you like to read other students' writings?
10. Do you like to work on writing projects with other students?
11. Do you like to publish your writing a lot, some, or not at all?

Sue Lewis, Vicki Greenwood, Stephanie Wrotney, Jane Permut, Coal Creek Elementary

Sample Writing Checklist

Name _____

Behavior Demonstrated	Comments
1. Shows enthusiasm for writing	
2. Uses "temporary spelling"	
3. Uses spaces between words	
4. Writes for a variety of purposes--narrative, invitations, research, poetry, descriptions	
5. Presents enough information	
6. Achieves clarity of expression	
7. Sequences ideas logically	
8. Writes openings that arouse interest	
9. Writes satisfying or dramatic endings	
10. Reveals a growing vocabulary	
11. Shows improving control of spelling	
12. Uses paragraphs effectively	
13. Shows improving control of mechanics	
14. Uses a variety of sources for interesting language, i.e., dictionary, thesaurus, poetry, music, literature	

Julie Weaver, Jan Turnbull, CCIRA, Now We Want to Write, Heinman Educational

Sample Inventory of Classroom Reading Use

Name of Student _____

Teacher _____

Date _____

Other Information _____

To what extent does the student:	NOT AT ALL 1	A LITTLE 2	TO SOME EXTENT 3	TO A LARGE EXTENT 4	TO A GREAT EXTENT 5	TEACHER INITIATED	STUDENT INITIATED
1. Utilize available environmental print? (posters, cafeteria menu, notices to go home)							
2. Seek specific information from printed material? (maps, yellow pages, directions)							
3. Gather related information for a specific purpose from a variety of sources?							
4. Engage in a wide variety of book reading?							
5. Engage in reading materials at various difficulty levels (easy to hard for child)?							
6. Seek/follow up reading a piece of material with related reading? (another book by the same author, another book on the same topic)							
7. Choose to read during "choice" time?							
8. Engage fully in reading during sustained silent reading periods?							

COMMENTS:

Developed by CAWLS (Coordinators/Consultants Applying Whole Language)

2f

Reading/Writing Observation Checklist

Teacher _____ Date _____
School _____ Observer _____

	YES	COMMENTS
1. The children are actively involved in reading, writing, speaking, and listening.		
2. There is evidence that children understand that reading and writing are:		
pleasurable		
purposeful (authentic)		
meaningful and relevant		
3. Many types and forms of meaningful print are evident throughout the room.		
4. Reading comprehension is addressed as an evolving process, with activities geared to:		
prereading		
reading		
postreading		
5. Writing is addressed as an evolving process, with time given to:		
rehearsing		
drafting		
conferring and revising		
editing		
publishing and sharing		
6. Children are encouraged/allowed to be independent problem-solvers as they read and write.		
7. There is evidence of integrated study that provides open-ended activities and encourages:		
opportunities for meaningful reading and writing across the curriculum		
sharing and extending of reading and writing across the curriculum		
strategy lessons for reading and writing across the curriculum		
a meaningful context for teaching district curriculum.		
8. Children's work is displayed in room and is kept in reading and writing folders.		
9. There is a balance between teacher-initiated and child-initiated activities.		

NOTES:

	Attacks problem in rational manner			Organizes data			Gathers information				Grasps geographic principles				
	Sets up hypothesis	Tests hypotheses against data	Identifies questions for study	Differentiates data	Categorizes data	Generalizes from data	Studies pictures	Uses maps and globes	Listens to stories	Handles artifacts	Knows cardinal directions	Identifies land and water forms	Uses map symbols to represent reality	Compares distances to known distances	TOTAL
Gloria A															14
Tim A															7
Jennie B															23
Cindy C															13
Jess C															12
Ted E															25
Julie G															15
Cathy J															18
Rick L															15
Noah M															14
Julie N															20
Jack N															13
Mary O															5
Dana P															13
Mike R															7
Lorie R															24
Jason R															6
Pat S															
Gail T															
Robert T															
Sheri W															
CLASS TOTAL	22	20	28		22	25	22		35	30	36	34		11	15	2	6	

No evidence = 0 points = ☐ Some evidence = 1 point = ☒ Good evidence = 2 points = ☒

Developed by Adams County District #12

Developed by Adams County District #12

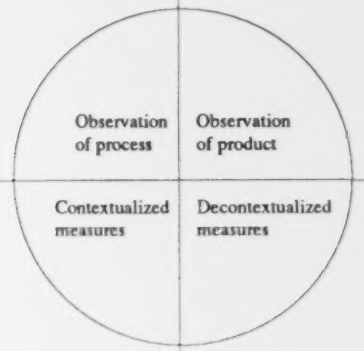
Evaluation Data Gathering Profile

Anecdotal comments from classroom observation and reflection

Interviews/conferences: student, parents, and other professionals

Responses to reading: retellings, text reconstruction

Reading Log
Selected pages from notebook, journal
Audio tapes
Pupil self-assessments
Writing folder
Interest inventory



Checklists

Cloze tests

Informal reading inventory

Unit (content-concept) tests

Sociograms

Norm and criterion referenced measures

District or cross grade examinations

Provincial or state examinations

Standardized achievement tests

2g

Scenario #2: Josephine's Data Profile

Writing Folder: (3/04) 1 Published, 8 drafts: 5 narrative, 2 reports both with criteria, 1 personal letter

Costume Photo: (21/03) Elaborately designed, sewn by mother, hours of work!

Reading Tape: (28/03) Still hesitant even after rehearsing. Did not self-correct: "like," "realized," "stopped." Attempted to sound out new words with limited success.

Personal Journal: (27/04) Twenty-two entries, mostly 1 line long. Repetitive listing of daily events; little personal commentary.

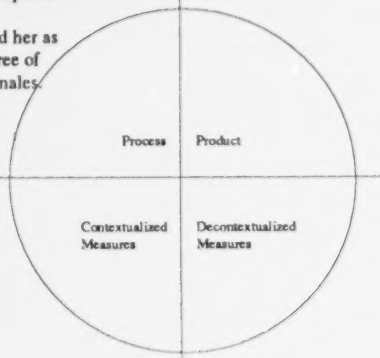
Anecdotes: (10/04) In Social Studies group, was willing to share her day dreams. Worked cooperatively with Marilyn on a mural.
(22/04) More reading confidence - offered to read aloud to group.
(23/04) ...in retelling the story Ben; recounted 6 events in appropriate story sequence.

Sociogram: (2/03) Six listed her as first choice to work with; three of them were reciprocal; all females.

Interest Inventory: (9/03)
My favorite books: Charlotte's Web, Ramona The Pest, The Bunyip.
I like books about: "animals," "jimnastics"

Self Evaluation:

I like to work with a partner:	Yes ____	No ____	Sometimes ____
When I am working with a partner:			
I listen carefully to what my partner says	Yes ____	No ____	Sometimes ____
I do my share of the work	Yes ____	No ____	Sometimes ____
I wait until my partner is finished talking before I give my ideas.	Yes ____	No ____	Sometimes ____
I get new ideas from what my partner says	Yes ____	No ____	Sometimes ____
I remember to tell my partner what I like about his/her ideas.	Yes ____	No ____	Sometimes ____



Spelling Scores:

Week:	8	9	10	11	12
	60%	52%	73%	45%	63%

Social Studies Tests

Unit:	5	7	9	11	13
	15/20	12/20	16/20	11/20	12/20

Standardized Tests:	Grade Equivalent
Gates-MacGinitie: vocab	3.2
comprehension	2.7
District Placement Test	3.6

From Centre for Whole Language, University of British Columbia

2h

Rating Scale for Problem-Solving Skills

Name of Pupil _____ Date _____

	Rarely Observed	Sometimes Observed	Frequently Observed
1. Asks new questions			
2. Seeks answers to questions			
3. Shares knowledge with others			
4. Considers a variety of viewpoints			
5. Uses reasoning to make judgments			
6. Persists in investigation even when encountering obstacles			
7. Is able to record findings to communicate with others			

Observational Assessment

Example: Qualitative Checklist

Student's Artistic Creativity

Directions: Over a period of five weeks, observe the student/s production of creative works in various modes of expression and rate the student on the checklist below.

The Student	Yes	No
1. Expresses a personal feeling or experience through art		
2. Produces a complete work		
3. Produces a unified work		
4. Produces a work in which the different elements are in harmonious interrelationship		
5. Produces an original or inventive work		
6. Emphasizes the main idea or focus of the work		
7. Produces a work that has more than one dimension (e.g., tone and rhythm, or line and color)		
8. Uses tools and materials appropriately		
9. Demonstrates technical ability.		

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Provided by Gerald Bracey, Cherry Creek Schools

Writing

How do you find out?

DOES THE CHILD ?	AUTHORS CHAIR	CHILDREN'S QUESTIONS	COLLECTING WRITING	CONFERENCE	EVALUATE WRITTEN PRODUCTS	GROUP WRITING	INTEREST INVENTORY	INTERVIEWS	OBSERVE	PARENT SURVEY	PROOFREADING	STORY MAP	TESTS	WRITING SAMPLES
Apply spelling strategy														
Choose to write														
Choose writing, given options														
Edit writing														
Expand, and how much														
Initiate the process														
Internalize the process														
Produce meaningful writing														
Produce published writing														
Questioning of and by children														
Readability														
Revise writing														
Sentences														
Sequencing														
Show grammar development														
Show growth														
Topic choice														
Use language literature														
Use complete ideas														
Use developmental strategy														
View self as a writer														
Write at home														
Write for different purposes														

Developed by Monterey Elementary School, Colorado Springs, CO

How are you going to find out?

DO YOU WANT TO	LIST	ASK PARENT	ASK CHILD	AUDIO TAPES	CHECK LIST	CONFERENCE	DIAGNOSTIC	FIVE FINGER RULE	FORMAL TESTING	INFORMAL READING INVENTORY	IRI	MISCUE ANALYSIS
Adopt rate to purpose												
Analyze words												
Apply strategies												
Choose to read												
Comprehension												
Developmental stage												
Enjoys reading												
Fluency												
Fluent oral reading												
Identify elements of story												
Infers												
Interprets												
Organizes reading												
Picture clues												
Pleasure reading												
Purpose setting												
Reading interests												
Reads at home												
Retell story												
Select books												
Self-correct												
Self-monitoring												
Sequencing												
Skill level												
SR (context) semantic												
SR syntactic												
Text reading												
Use of visual clues												
Use of phonetic clues												
Views self as reader												
Word stack analysis												
Word recognition												

	READ ALOUD	INTEREST INVENTORY	READING INTERVIEW	LOG	RECORD OBSERVATIONS	RETELL STORY	RULE OF THUMB	RUNNING RECORD	STORY MAP/WESSING	STUDENT EVALUATION	SELF-DIRECTED SHARING	WRITING
Adopt rate to purpose												
Analyze words												
Apply strategies												
Choose to read												
Comprehension												
Developmental stage												
Enjoys reading												
Fluency												
Fluent oral reading												
Identify elements of story												
Infers												
Interprets												
Organizes reading												
Picture clues												
Pleasure reading												
Purpose setting												
Reading interests												
Reads at home												
Retell story												
Select books												
Self-correct												
Self-monitoring												
Sequencing												
Skill level												
SR (context) semantic												
SR syntactic												
Text reading												
Use of visual clues												
Use of phonetic clues												
Views self as reader												
Word stack analysis												
Word recognition												

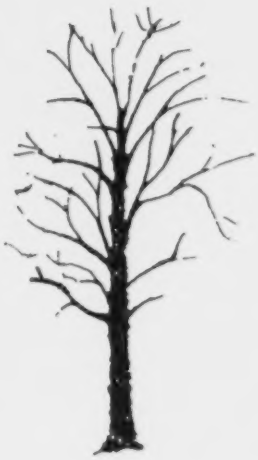
Evaluation

How can you transfer the information?

WHO WANTS OR NEEDS THIS INFORMATION ABOUT THIS CHILD?	CONFERENCE	TELEPHONE FACE-TO-FACE	REPORT CARDS	WRITTEN PAPER	TESTS	WORK SAMPLES	RECORDS INFORMATION	FRIDAY FOLDERS	VCR TAPES	AUDIO TAPES	DISPLAYS
Child											
Parents											
Teacher											
Principal											
School											
District											
Substitute											
Regular Ed Teachers											
Special Ed Teachers											
Chapter 1 Teachers											
Local Board of Education											
State Board of Education											
State Government											
Federal Government											
Future Teachers											
Child study team											
Media											
Outside specialists											

	PUBLISHING WORK	PORTFOLIOS	NEWSLETTERS	CHECKLISTS	PARENT NIGHT	PHONE CALLS	OBSERVATIONS	RUNNING RECORDS	ANECDOTAL RECORD	CURRENT WORK	
Child											
Parents											
Teacher											
Principal											
School											
District											
Substitute											
Regular Ed Teachers											
Special Ed Teachers											
Chapter 1 Teachers											
Local Board of Education											
State Board of Education											
State Government											
Federal Government											
Future Teachers											
Child study team											

Developed by Monterey Elementary School, Colorado Springs, CO



Contracts

Description

Contracts set the academic expectations and responsibilities for the student entering into an agreement with the school/teacher. A contract or agreement between student and instructor specifies tasks that both parties must complete within a given period of time. An instructor carefully poses problems with varying degrees of difficulty; and, students, with teacher guidance, select both the problems they will work on and the amount of time they will spend on them.

Advantages

The student assumes responsibility for carrying out the terms of the contract. (Contracts add to an instructor's understanding of a student's academic and personal development.)

Assessment Methods

The contract identifies tasks, rewards, and consequences. Ability to perform the tasks is measured by promptness and accuracy in completing the contract items.

Resources

Sample follows.

Dunn, Rita and Kenneth Dunn. *Teaching Students Through Their Individual Learning Styles: A Practical Approach.* Reston Publishing Co., Inc., 1978

Models in Action

Academic Contract. Contact: Kris Kessler, Powell Middle School, 8000 S. Corona Way, Littleton, CO 80122.

Setting Goals with Parents. Contact: Linda Salyer, Cedaredge Elementry School, Delta County S/D #50J, 230 N.W. Cedar Avenue, Cedaredge, CO 81413.

Student Contracts. Contact: Julie Smith, Vista Adult High School, Second Chance Program, P.O. Box 219, Montrose, CO 81402.

Sample Academic Contract
used by
Powell Middle School, Littleton, Colorado

This contract is made this _____ day of _____, 19_____, between Powell Middle School and _____.

A. Purpose. This contract sets the academic expectations and responsibilities for the student entering into this agreement. It is our intent that this contract will assist the student in becoming a more productive member of our student body and encourage a more positive contribution to the student's performance.

B. Agreement. The terms of this contract are as follows:

1. Homework/On-Task Sheet: The student will present a Homework/On-Task Sheet to each of the student's teachers, everyday, in each of the student's classes. This will occur for the duration of the contract. The student will obtain a rating of on-task behavior, a verification of homework completion, and the signature of each teacher on the Homework/On-Task Sheet when it is presented.
   REWARD: 1 positive point per class per signature per day.
   CONSEQUENCE: 1 penalty point per class per day for failure to obtain the teacher's signature.

2. Homework Completion: The student will complete and turn in all homework assignments by the due date.
   REWARD: 2 positive points per class per day
   CONSEQUENCE: 2 penalty points per class per day for failure to complete homework.

3. Homework Assignments: The student will record on the Homework/OnTask Sheet each day's homework assignment for each of the student's classes.
   REWARD: 1 positive point per class per day
   CONSEQUENCE: 1 penalty point per class per day for failure to record home work assignments.

4. On-Task Expectations: The student will follow the school and teachers' Assertive Discipline rules for appropriate behavior. The student will obtain a signature from each teacher on the Homework/On-Task Sheet indicating a daily rating of the student's on-task behavior in class that day. A rating sheet of 1 (good) to 3 (needs improvement) will be used.
   REWARD: 2 positive points for each "1" rating per class per day.
   CONSEQUENCE: 2 penalty points for each "3" rating per class per day.

--more--

5. Verification: At the conclusion of each school day, the student will present the completed Homework/On-Task Sheet to the resource teacher for evaluation. The student will then take the Homework/On-Task Sheet home and have it signed by one of their parents or legal guardians. The student will return the signed Homework/On-Task Sheet to the resource teacher at the beginning of the next school day.
   REWARD: 3 positive points per day.
   CONSEQUENCE: 3 penalty points per day for failure to complete verification.

6. Penalty Points: (optional) For each 2 penalty points earned by the student, one-half hour of academic detention hall will be served in the detention room on the day that the penalty points are earned. The student cannot serve more than one hour of academic detention in any one day.
   _____ Check here if this clause is in effect for this student.

7. Positive Points: When the student has earned at least _____ net positive points (total positive points minus the total penalty points) per week for _____ consecutive weeks, this contract shall be suspended for one week. The teachers and the student's parents will then determine whether or not the contract will be continued or terminated.

C. Acknowledgement. I will follow the terms of this contract listed under the Agreement Section B. #1-7.

_____
Student Signature

I acknowledge and approve the foregoing contract.

_____ _____
Parent Signature Classroom Teacher

_____ _____
Administrator Signature Classroom Teacher

_____ _____
Resource Teacher Signature Classroom Teacher

_____
Classroom Teacher

Executed this _____ day of _____, 19 _____.

It is in fact nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate little plant, aside from stimulation, stands mainly in need of freedom; without this it goes to wrack and ruin without fail.

Albert Einstein

Curriculum-based Assessment

Description

Curriculum-based Assessment is any assessment that directly assesses student performance based on the curriculum used by the school system, school, or classroom teacher.

Advantages

Its primary importance is as a tool for instructional planning and decision making. This approach to collecting data on student performance supplies information for student grouping, progress monitoring, and educational screening.

Assessment Methods

Norms for each grade level will be developed which will be changed as the curriculum changes.

Resources

Cullen, Jim. Curriculum-Based Assessment Pilot Program. South Area Manager, Jefferson County Schools, 3115 S. Kipling, Lakewood, CO 80227.

Idol, Lorna. Model of Curriculum-Based Assessment, Aspen Publishers, Rockville, MD.

Joyce, Bonnie G. and William D. Wolking. "Curriculum-Based Assessment: An Alternative Approach for Screening Young Gifted Children in Rural Areas," Rural Special Education Quarterly, v. 8, n. 4. 1988.

Schinn, Mark. "Development of Curriculum-Based Local Norms for Use in Special Education Decision-Making," School Psychological Review, V 17, #1. 1988.

Swize, Myron. Curriculum-based Assessment: An Overview: Implictions for Special Education. CDE.

Models in Action:

Assessment Charts/Grades for Reading, Writing, Thinking and Oral Expression. Contact: Ann O'Rourke, Monterey Elementary School, Harrison School District, 2311 Monterey Road, Colorado Springs, CO 80910.

Checklists (reading, writing, math) to replace report cards. Contact: Carrie Ekey, Lukas Elementary, 7889 Owens Court, Arvada, CO 80005.

Core Conceptual Curriculum with Application Level Assessment for each Core Conceptual Objective, K-11. Contact: Sally M. Gaddis, TOSA, St. Vrain Valley Schools, 395 S. Pratt Parkway, Longmont, CO 80501.

Emergent Writing Criteria. Contact: Nancy Hawkins, Chapter 1 Coordinator, Adams Co. S/D #12, 9351 Hoffman Way, Thornton, CO 80229.

Language Arts Skills and Record Card. Contact: Arrowhead Elementary School, Cherry Creek School District, 19100 E. Bates Avenue, Aurora, CO 80013.

Pilot Program. Contact: Vivian Cook, Grant Elementary School, 3215 Westwood Boulevard, Colorado Springs, CO 80918

Report Card, East Grand Schools. Contact: Janice A. Powell, Middle Park High School, P.O. Box 130, Granby, CO 80446

Interviews:

Description

A structured or unstructured dialogue with a student in which the student reports his/her reaction/response to a series/single question. (Joellen Killion, Adams Co. S/D #12) An opportunity to determine the student's depth of understanding rather than whether the student can provide the correct answer. Interviewing, individually or in groups, formal or informal, can be brief and informal or can occur over a more extended period of time. Questioning may follow a period of observation to discover if the student's perception of a situation is the same as an observers. Wait time must be considered.

Advantages

The assessment can be prodded and cued or probe questions can be used to produce more information. The strategy doesn't have the written language constraint.

Assessment Methods

Questions can consider things such as the goals of the class, how a student is using learning strategies, their level of satisfaction with the curriculum and instruction, changes students would make, a self-evaluation of skills, preferences, etc.

Resources

Rogers, Vincent, "Assessing the Curriculum Experienced by Children," *Kappan*, May, 1987.

Stenmark, Assessment Alternatives in Math, p. 23.

Models in Action

Reading and Writing Interview. Contact: Vaughn/Sable, Aurora Public Schools, 1155 Vaughn, or 2601 Sable Avenue, Aurora, CO 80011.

Samples available. Contact: Joellen Killion, Adams County S/D #12, 601 W. 100th Place, Northglenn, C0 80221, 303/452-3002.

Sample
Reading and Writing Interview

Student's Name_____ Educator's Name_____

Student ID No._____ Grade _____ Age_____ Date_____

A. 1. When you are reading and you come to something you don't know, what to you do?

2. Do you like to read? Why or why not?

3. Do you think you are a good reader? Why or why not?

B. 1. When you are writing, what kinds of troubles or problems do you have? What do you do about them?

2. Do you ever make changes when you are writing? If so, what things get changed?

d. Do you like to write? Why or why not?

Adapted from Goodman's Miscue Inventory/ K Brauer, Aurora Public Schools

Reading Interview[1]

Teacher Uses for Establishing Student Views at Beginning and End of Year

Name_____ Age_____ Sex_____

Interview Setting_____ Date_____

1. What is reading?[2]

2. When you are reading and you have trouble, what do you do? Do you ever do anything else?

3. Who is a good reader that you know? What makes him/her a good reader?

4. If you knew that someone was having trouble reading, how would you help them?

5. How did you learn to read? Or Who helped you learn to read? How did they help you?

6. Do you think that you are a good reader?

   If yes: Why do you think so?

   If no: Why do you think you're not a good reader?

1 This interview comes from the work of Carolyn Burke. It has been adapted by School District #12, Adams County.
2 The questions have a parallel form for writing interview, see 7c.

Sample
Writing Interview

Name_____ Age _____ Sex_____

Interview Setting_____ Date _____

1. What is writing?

2. When you are writing and you have a problem, what do you do? Do you ever do anything else?

3. Who is a good writer that you know? What makes him/her a good writer?

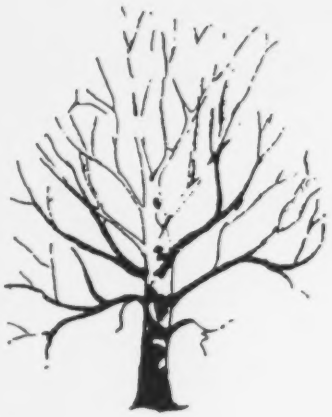
4. If you knew that someone was having trouble with writing, how would you help them?

5. How did you learn to write? or Who helped you learn to write? How did they help you?

6. Do you think that you are a good writer?

   If yes: Why do you think so?

   If no: Why do you think you are not a good writer?



To solely use standardized achievement tests is like casting a net into the sea -- a net that is intentionally designed to let the most interesting fish get away. Then, to describe the ones that are caught strictly in terms of their weight and length is to radically reduce what we know about them. To further conclude that all the contents of the sea consist of fish like those in the net compounds the error further.

We need more kinds of fish. We need to know more about those we catch. We need new nets.

Dr. William T. Randall
Commissioner of Education
State of Colorado

Participation

Definition

Data collection concerning student participation may include things such as the number of students participating in extra-curricular activities, drop-outs, graduating seniors, students attending school regularly, advanced placement course enrollments, student suspensions, retention rates, mobility rates, library books checked out, number of discipline referrals.

Advantages

These numbers accompanied by follow-up surveys and interviews provide a sound base upon which decisions concerning curriculum and assessment measures can be based.

Assessment Methods

Office records, follow-up surveys, interviews.

Resources

The Gallup Poll provides a model schools can use in gathering information.

The Colorado Department of Education is currently exploring a state-level follow-up of high school graduates. The federal government has conducted several longitudinal follow-up studies of high school graduates, and the questions are available for state and local use. CDE is also currently gathering instruments used by others to query dropouts as to their reasons for dropping out and suggestions as to what might have encouraged them to stay in school. This information will be made available to districts.

Models in Action

Challenge Course (social skills and problem solving). Contact: Leo Schettler, Laredo Middle School, Cherry Creek School District, 5000 S. Laredo, Aurora, CO 80015.

Whatever Happened to
"Yes, Please"?
It went the way of
"Thank you,"
"Excuse me,"
"Yes, sir."
Do you know who
just about killed
all those phrases?
All of us.
We did not use them
enough.
We now get
"Huh?"
"What?"
"Gimme more."
Mannerly responses
are learned
at home.
Rude, barbaric responses
also are learned at home.
William of Wykeham,
who was born in 1324,
said,
"Manners maketh man."
If we're so smart
in the 20th century,
how come we're not
as civilized
as William was
in the 14th century?
To the child who says,
"Huh?"
pass along this page.

47

A message as published in the *Wall Street Journal*
by United Technologies Corporation, Hartford, Connecticut 06101

Peer Report/Group Evaluation

Definition

Student analysis and assessment of other student proficiency using either established or self-generated criteria.

Advantages

Collaborative and collegial classrooms encourage student knowledge of other classroom students. This dimension is a significant addition to an evaluation of student performance if the assessment is carefully structured as a part of a larger picture.

Assessment Methods

A group evaluation sheet with questions such as tasks the group completed, what people learned, questions remaining, identification of students' talents.

Resources

Sample follows.

Models in Action

Samples available. Contact: Adams County District 12, Northglenn-Thornton.

Group Evaluation

This was a lesson or discussion on:_____

Members in the group:_____

_____

Something everyone in the group learned was:_____

_____

_____

_____

Write down something different that each person in the group learned.

_____

_____

_____

_____

_____

_____

Did anyone not learn anything new?_____

Why?_____

The things we did in the lesson were:

Experiment _____ Discuss _____ Question _____ Listen _____ Read _____

Move Around _____ Write on the Board _____ Make Something _____

Other_____

New words we learned:_____

_____

_____

_____

_____

These are the questions we have:

_____

_____

_____

_____

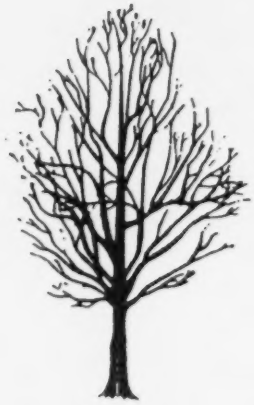
_____

_____

_____

_____

_____



Educating for the 21st century is not a list; it's not a set of guidelines; it's not a curriculum. It's a way of thinking ... Education is not merely the transmission of information ... We need instead to construct for ourselves (and for the children in our charge) patterns with which to make sense of the world. We must sell understanding not information. We must be wise, not just smart.

Robert W. Cole, Jr., Phi Delta Kappan
"A Wish for My Child," *Kappan*, November, 1987

Portfolios

Definition

A collection of student-produced artifacts that serve as evidence of proficiency. (Killion) Teachers and students should be allowed to choose most of the items to include in portfolios since it gives a good indication of what is valued. Dates are on all papers as well as indications of whether the work is the result of group activity. Possible entries in a portfolio might include a subject area biography, a student self-report, a description of how student feels about the subject, work of the student's own choosing, excerpts from a subject area journal.

Advantages

A portfolio enlarges the view of what learning occurs, provides evidence of performance beyond factual knowledge, shows the level of control of process, allows a developmental look at progress, provides a history of a piece of work and a permanent, long-term record of student progress reflecting the life-long nature of learning. Portfolios provide opportunities for improved student self-image as they feature accomplishments rather than deficiencies, recognition of different learning styles, and an active role for students in assessing by shifting the responsibility from the teacher to the student.

Assessment Methods

Because portfolios should reflect the instructional goals of each situation, the detailed descriptions of assessment standards will vary. Portfolios can contain mixed media (i.e., clay sculpture, drawings) as well as paper and pencil work. Work should include student-selected work as well as teacher-selected work. Portfolios can center around specific purposes: a career center portfolio, an achievement portfolio, an assessment portfolio.

Resources

Flood, James and Diana Lapp: "Reporting Reading Progress: A Comparison Portfolio for Parents," *The Reading Teacher*, March, 1989.

Fowles, Mary, "A Close Look at Portfolio Assessment," ETC, Princeton, October, 1989.

Hagaman, John, ed. "Assessment and Evaluation of the Language Arts," *Kentucky English Bulletin*, Vol. 39, No. 2, Winter 1990. Western Kentucky University, Bowling Green, 42101.

Krest, Margie, "Adapting the Portfolio to Meet Student Needs," *English Journal*, February, 1990.

Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204

Reading to Write Portfolio Assessment, Grades 1-8, Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-2498.

The School Administrator. "Portfolios: An Exciting Angle on Student Performance," December, 1989.

Stenmark, Assessing Alternatives in Math, p. 8

"The Student Writer: An Endangered Species?" Focus 23, Educational Testing Service, 1989.

Sugarman, Jay. Teacher Portfolios Inform Assessment. *American Educator*. Fall, 1989. p. 5-6.

Valencia, Sheila. "A Portfolio Approach to Classroom Reading Assessment: The Whys, Whats, and Hows." *The Reading Teacher*, January, 1990.

Wolf, Dennie Palmer. "Portfiolio Assessment: Sampling Student Work," *Educational Leadership*, April, 1989.

Models in Action

Samples follow.

Monetary Awards. Contact: Linda Meakins, 303/352-3566, Greeley Weld County Chamber of Commerce. Awards for best student portfolios from school districts in the Greeley-Weld area. Judged by business people and awarded during Greeley Career Day Celebration.

Pilot Portfolio Project including samples from across subject areas. Contact George Kretke, Boulder Valley Schools, P.O. Box 9011, Boulder, CO 80301

Portfolios collected by elementary parent volunteers. Contact: Linda Markus, Sunrise Elementary School, Cherry Creek School District, 4050 S. Genoa Way, Aurora, CO 80013

Sample containing benchmark math work. Contact: Patricia R. Bell, Shepardson Elementary, Poudre #R-1, 1501 Springwood Drive, Fort Collins, CO 80525

Sample containing emergent reader assessment, miscue analysis, writing samples, spelling assessment, journal evaluation, math checklist. Contact: Kathy Mestnik, Smedley Elementary School, Denver Public Schools, 4250 Shoshone, Denver, CO 80211

Sample containing self-assessment, Individualized Learning Plan, course evaluations, daily journal, parent/home contacts, trip summaries/evaulations, photographs, community experiences, internships, volunteer projects, employment history. Contact: Pauline McBeth and Arnold Langberg, High School Redirection, 1900 Downing, Denver, CO 80218

Sample containing standardized test scores, informal tests, school samples, writing samples, at-home reading reports, self-assessments. Contact: Monterey Elementary School, 2311 Monterey Road, Colorado Springs, CO 80910

Sample containing writing--rough drafts, goals, reading/writing interviews, etc. Contact: Colleen Sawyer, Rocky Mountain Elementary, Adams #50, 3350 W. 99th Avenue, Westminster, CO 80030

Sample containing written autobiography, reflection on work, letters of recommendation, reading record, essay on ethics, artistic product or written report on art and an essay on artistic standards, written report analyzing mass media, written summary and evaluation of student's coursework and a scientific experiment, essay on use and nature of computers. Contact: The Challenge Course, Laredo Middle School, 5000 S. Laredo Street, Aurora, CO 80015

Sample: UNC Laboratory School. Contact: Jerry Christensen, College of Education, Laboratory School, Greeley, CO 80639

Transition Skills Portfolio--verifying students' skills essential for making the transition to further education or employment. Performance Portfolio: evidence of skill development. Contact: Richard Hulsart, CDE, 201 E. Colfax, Denver, CO 80203

Writing Samples, Adams County District 12, Thornton-Northglenn. Contact: Margie Krest, Thornton H.S., 9351 N. Washington, Thornton 80229. Contact: Stevie Quate, Horizon H.S., 5321 E. 136th Avenue, Broomfield 80241.

In the spring of 1989, a task force completed its charge by recommending ...

That Harrison School District #2 adopt:
As a graduation requirement beginning with the class of 1993, all seniors must demonstrate competence by completing a "Portfolio" containing verification of projects that include exhibitions of mastery. The "Portfolio," developed during a student's four-year high school span, refined and polished during the first semester of the senior year, would be presented orally to a committee consisting of staff members (including the student's counselor or administrator), a student, and adults from the community.

The "Portfolio" would include:

- a written autobiography
- a written resume and letter of application
- three letters of recommendation from adults
- a validated reading record and two book reports

- a validated score of acceptable or better on a holistic writing assignment
- mathematics course records and an example of practical application from the highest math course completed
- validation of the ability to operate a computer
- a written summary and evaluation of coursework in science/technology

- a written description of a scientific experiment illustrating the application of the scientific method
- an essay on ethics describing the student's own ethical code
- a research-based paper that analyzes a theme in American history
- successful completion of end-of-course exams in geography and civics

- validation of successful completion of "Attributes for Successful Employability"
- 25 hours of civic, community, or school involvement and improvement
- a current transcript
- an acceptable level of reading as determined by a formal reading examination

- honors, awards, or special achievement certificates
- health (any three of the following):
  - successful completion of an assessment of knowledge about the effects of drugs and tobacco on physical and mental well-being
  - written description paper concerning personal health and physical fitness habits
  - position paper on "Fatal Four" teen issues: teen pregnancy, substance abuse, eating disorders, and suicide
  - documented participation in a health fair
  - a passing grade on the examination in physical education

Currently, implementation strategies are being examined.

Sample
Portfolio Entries

Writing Progress of:

Date	Things I can do	Things I'm working on

Pieces I've Written

Title	Date Started	Date Finished	Published or How Shared

Protect yourself. You may be an endangered species. Right now you are practicing an ancient art, steeped in mystery and shrouded in antiquity. You are reading. And you may be among the last of a breed.

'Postliterary Light,' Clay Morgan
National Public Radio, November, 1987

Products

Definition

Student products represent completed student work in a variety of forms, i.e., writing, videotapes, audiotapes, computer demonstrations, dramatic performances, bulletin boards, debates, student conference presentations, student designs and inventions, investigation reports, simulations, art, physical constructions.

Advantages

Students can demonstrate understanding, originality, ability to present reports in an effective and attractive manner, growth in social and academic skills and attitudes, success in meeting criteria. Student products engage students who are not enthusiastic about school, bring education to life, demonstrate to the community what students are achieving, provide a bridge between classroom and real world activities, allow for integration of subject areas, give students flexible time to do thoughtful work, permit students to work with others, encourage creativity. (Stenmark, p. 6)

Assessment Methods

Standards must be decided before projects begin. The community and other students should be included in evaluating projects, and comments rather than a number or letter grade should be given. Unique aspects or features should be identified for each product with holistic scoring rather than assigning points for small parts of the projects.

Resources

Samples follow.

Stenmark, Assessments in Math, p. 6.

Models in Action

Assignment sheets, note-taking on videos, computer printouts/progress tests. Contact: Julie Smith, Second Chance Program, Vista Adult High School, P.O. Box 219, Montrose, CO 81402

Notebooks, homework, in-class assignments. Contact: Donna Cays and Debby Anderson, Valley High School, Weld Co. S/D #R-1, P.O. Box 156, Gilcrest, CO 80623

Samples of writing (Whole Language). Contact: Phyllis J. Perry, Martin Park Elementary, Boulder Valley Public Schools, 3740 Martin Drive, Boulder, CO 80303

Writing Assessment, Chapter 1. Contact: Rosalie O'Donoghue, Byers Middle School, Denver Public Schools, 150 S. Pearl, Denver, CO 80218

Writing Assessment. Contact: Ronna Winterton, East High School, Denver Public Schools, 1545 Detroit, Denver, CO 80206

Sample
Project Evaluation Sheet

Subject _____ Sudent's Name _____

Project _____ Due Date _____

Teacher's Comments:

Strengths

Areas Needing Improvement

Student's Comments:

Strengths:

Areas Needing Improvement

Overall Evaluation

Our Improvement Plan

Progress Made

Teacher's Signature: _____ Student's Signature: _____

At the rate at which knowledge is growing, by the time a child born today graduates from college, the amount of knowledge in the world will be four times as great. By the time that child is fifty years old, it will be thirty-two times as great, and 97 percent of everything known in the world will have been learned since the time he was born.

Dr. Robert Helliard
U.S. Federal Communications Commission

Questioning

Definition

Questions may search for specific answers or may be open-ended. An open-ended question is one in which the student is given a situation and is asked to communicate a response. Questions may be more or less "open" depending on how many restrictions or directions are included. Questions and responses may be oral, written or demonstrated by actions taken.

Advantages

Questioning contributes to a climate of thoughtful reflectiveness. Open-ended questions help match assessment to good classroom questioning strategies. Through responses to open-ended questions, it is possible to discover whether students can recognize essential points, organize and interpret information, report results, use appropriate language, write for a given audience, make generalizations, understand basic concepts, clarify and express their own thinking.

Assessment Methods

Prepare a list of questions ahead of time but be flexible; use plenty of wait time; make a written record of observations during the questioning. Questions might cover areas such as problem comprehension, approaches and strategies, relationships, flexibility, communication, curiosity and hypotheses, equality and equity, solutions, results, learning and self-assessment. For written answers to questions, two methods of assessment are available: holistic: sort into stacks, then divide stacks again. Encourages looking for student's thinking rather than small bits of knowledge. Rubric: a description of the requirements for varying degress of success to be found in response; may be pre-defined or created as a result of viewing papers.

Resources

California Assessment Program, A Question of Thinking, A First Look at Students' Performance on Open-ended Questions in Mathematics, 1989, California Department of Education.

Stenmark, Assessments in Math, p. 16.

Models in Action

Teacher Attitude Inventory, Student Attitude Inventory, Inventory of Classroom Reading. Contact: Coal Creek School, Boulder Valley Public Schools, 801 W. Tamarisk, Louisville, CO 80027

Seven essential questions given to students at the beginning of their senior economics course which, when answered, provide the knowledge to be economically literate. Contact: Richard Esner, Brighton High School, 1150 Winton Road South, Rochester, NY 14618.

Oscar Wilde said, "Consistency is the last refuge of the unimaginative."
So stop getting up at 6:05.
Get up at 5:06.
Walk a mile at dawn.
Find a new way to drive to work.
Switch chores with your spouse next Saturday.
Buy a wok.
Study wildflowers.
Stay up alone all night.
Read to the blind.
Start counting brown-eyed blondes or blonds.
Subscribe to an out-of-town paper.
Canoe at midnight.
Don't write to your congressman, take a whole scout troop to see him.
Learn to speak Italian.
Teach some kid the thing you do best.
Listen to two hours of uninterrupted Mozart.
Take up aerobic dancing.
Leap out of that rut.
Savor life.
Remember, we only pass this way once.

62

A message as published in the *Wall Street Journal*
by United Technologies Corporation, Hartford, Connecticut 06101

Self Assessment/Self Report

Description

Power comes with knowing how much we know and what to do to learn more. Self assessments and reports provide a student's analysis of his/her perceived or desired level of proficiency.

Advantages

Students can show surprising insight into what they know and what they need to learn. This strategy teaches the skills of self-referencing and self-involvement.

Assessment Methods

Self assessment may come in several forms: a questionnaire focusing on the student's performance and successes or difficulties and attitudes toward learning; journal writing; checklists; short answers; paragraphs or essays; identification of strengths and weaknesses which can be used to plan accordingly; "I learned" statements.

Resources

Samples follow.

Sample of self-assessment: Alverno College Faculty, Assessment at Alverno College, Alverno Productions, 1985, Milwaukee, WI

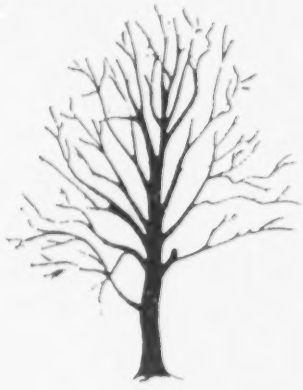
Stenmark, Assessments in Math, p. 26.

Obeyski-Butler and Marni Schwartz, "Sharing the Job of Evaluation," *Language Arts*, Vol 66, Number 4, April 1989.

Models in Action:

Graduation transcripts, summarizing key learning events and impact. Contact: Perry Butler, Tanglewood Opening Living Alternative School, 13950 W. 20th Avenue, Golden, CO 80401

Passages program where achievement is based upon the student's initial plan. Contact: Jimbo Buickrood, Southwest Open High School, Box 1420, Cortez, CO 81321



Writing Goals for _____ Quarter

Name_____

1. List one goal for improving the mechanics of your writing:

_____

And two or three strategies for achieving that goal:

_____

_____

_____

2. List one goal for improving the style of your writing:

_____

And two or three strategies for achieving that goal

_____

_____

_____

3. Your third goal for this quarter is to find and perfect your own writing voice. Please list two or three things you can do to achieve this goal.

_____

_____

_____

Developed by Steamboat Springs Schools

"I Learned" Statements

"I learned" statements may be in either written or oral form. Their purpose is merely to give students a chance to self-select one or more of the things they learned during a class session, an investigation, or perhaps a series of lessons. Students who can write can save their daily evaluations and use them as study material for a test or other evaluation. For younger learners, "I learned" statements can be written on the board or on a large sheet hung in the room. Here are two sample "I learned" statements from different lessons.

John: *"I learned that the Iroquois built sturdy houses because they didn't move around like the Bushmen."*

Julie: *"I learned that our grandmothers ate some of the same foods that we eat when they were young."*

Summary Sheets

A summary sheet is a student review of things learned during a group of lessons or during a period of time, such as a week. Summary sheets can be developed by individual students, small groups, or the entire class. They give a teacher a valuable measure of insight into what students felt were the important topics, skills, ideas, etc. covered during a specified time span. This sample summary sheet was done by a fifth grader during a unit on the American Revolution.

November 4-8
Sam Hughes
American Revolution

We saw a movie about George Washington at Valley Forge. He was worried about his men in case they were cold or hungry or sick. We read that George Washington was the first president. We played a game where there was a revolution. I liked the game.

A Questionnaire on Attitudes Toward Real Problem Solving

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
1. If kids show that a change is needed, then grownups will usually go along.				
2. I like to work in groups with other students.				
3. I like to write about work we are doing in class.				
4. Kids usually spend enough time planning how to solve a problem.				
5. Kids usually can't come up with good ideas for solving problems around school.				
6. I like to help decide what we do in class.				
7. Usually there's just one way to solve a real problem.				
8. I don't like measuring things.				
9. I like to work by myself.				
10. I like finding ways to make things around school better.				
11. Kids often make up their minds too quickly about what information they need to solve a problem.				
12. I like making and using graphs of our work.				
13. I think I am not very good at solving real problems.				
14. I like to talk to other students about my ideas.				
15. I don't like to work with numbers much.				
16. It's best to make sure an idea is a good one before suggesting it to other kids.				
17. As soon as you have one good idea for solving a problem, you usually don't need to think about others.				
18. I don't like listening to other students talk about their ideas.				

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Education is full of barren formalism, full of empty verbiage. It must undergo a reform so that education is not merely words, but education in what words stand for or refer to in external reality, and the relation between them.

Lady Viola Welby

Task or Performance Assessment

Description

An experience designed by teachers or students allowing students to demonstrate their abilities as determined by identified criteria. Involves giving a group of students or an individual student a task to perform. The object of the assessment is to look at how students are working as well as at the completed tasks or products.

Advantages

Gives information about student's abilities to: reason soundly and raise questions; persist, concentrate, and work independently; observe, infer, and formulate hypothesis; think flexibly; use manipulative materials; work together in groups; communicate and use appropriate language; detect and use patterns; design and conduct experiments and investigations; collect, organize and display information; get excited about the subject matter.

Assessment Methods

Present students with a task related to what they are already doing in class and listening to or watching the responses; observing what students do and say, watching for selected characteristics, making anecdotal records; interviewing students during or after an investigation; collecting student writing.

Resources:

Richard J. Stiggins. "Avoiding Bias in the Assessment of Communication Skills," *Communication Education*, April, 1985.

David Kobrin, Department of Education, Brown University, Providence, RI 02912. Seven performance-based assessments with student assignment sheets and grading criteria for history course.

Models in Action:

Classroom reading miscue assessment reveals students' ability to make sense of text as they read and their ability to retell what they comprehend in an organized, complete manner. For staff development information, contact Barbara Johnson, 580 S. Harlan, Lakewood, CO 80226

The Colorado Proficiency Sample Project, (Instruments for Assessing the speaking and writing skills of novice-level foreign language students). Contact: Mary Apodaca, Colorado Department of Education, 201 E. Colfax, Denver, CO 80203.

Goals set with parents. Contact: Linda Salyer, Cedaredge Elementary, Delta Co. S/D 50(J), 230 N.W. Cedar Avenue, Cedaredge, CO 81413

Inventory of Classroom Reading Use, Classroom Reading Miscue Assessment. Contact: Coal Creek, Boulder Valley School District, 801 W. Tamarisk, Louisville, CO 80027.

Recording children reading aloud (anecdotal records, miscue analysis). Contact: Karen Blach, Cherokee Trail Elementary, Parker CO 80134.

Foreign language performance assessment:

Four skills assessment based on the state model, Proficiency Sample Project. Contact Phyllis Hurley, Foreign Language Supervisor, El Paso S/D #11, 1115 N. El Paso, Colorado Springs, CO 80903.
or Tom Roberts, Rampart H.S. El Paso S/D #20, 8250 Lexington Drive, Colorado Springs, CO 80920.

Four skills assessment based on the state model plus work on portfolios. Contact: Beth Biggs, Foreign Language Supervisor, Denver Public Schools, 900 Grant, Denver, CO 80203; or Nancy Le, Bilingual, DPS.

Four skills assessment based on the state model plus work on portfolios. Contact: Linda Roberts, Sharon Lovitt, Littleton Public Schools, 5776 S. Crocker, Littleton, CO 80120.

Contact also: Margaret Vaughn, Castle Rock JHS 2693 Front Street, Castle Rock, CO 80104.

The Challenge Course, formerly known as the Ropes Course, is a series of physical, emotional and mental obstacles that groups of students are challenged to overcome. It is an extremely valuable diagnostic tool as well. As they participate in the course, students demonstrate their ability to take risks, to ask for assistance, to express ideas clearly, to offer support to others, to handle failure, to press themselves to their limits, to listen to others, to accept the leadership of others, to laugh at oneself, to face fears, to express feelings openly, to trust others, and to solve problems. Contact: Leo Schettler, Laredo Middle School, 5000 S. Laredo Street, Aurora, CO 80015.

Writing

Description

Most students lack opportunities to express ideas in writing. Journals, reports of investigations, explanations of processes used and responses to open-ended questions are examples of the way writing may be used.

Advantages

Writing enhances learning because concepts can be formulated, organized, internalized and evaluated.

Assessment Methods

Feedback and self-assessment are vital.

Resources

Abel, Jean P. and Abel, Frederick J. "Writing in the Mathematics Classroom," *The Clearing House* 62 (December 1988): 155-158

Hiebert, Elfrieda H. "The Role of Literacy Experiences in Early Childhood Programs," *The Elementary School Journal* 89 (November 1988): 161-171.

Kieran, Egan. "Memory, Imagination and Learning; Connected by the Story," *Kappan* 70 (February 1989): 455-459.

Minner, Sam; Prater, Greg; Sullavan, Carol; and Gwaitney, Wayne. "Informal Assessment of Written Expression," *Teaching Exceptional Children* , Winter 1989: 76-79.

Nahrgang, Cynthia L., and Bruce T. Petersen, "Using Writing to Learn Mathematics," *The Mathematics Teacher*, Volume 79, Number 6, September 1986.

Pigford, Aretha. "Some Observations on Classroom Observations," *Principal* 68 (November 1988): 30-32.

Searle, Dennis and Margret Stevenson, "An Alternative Assessment Program in Language Arts," *Language Arts*, March, 1984.

Smith, Frank. "Overselling Literacy," *Kappan* 70 (January 1989): 352-359.

Stenmark, Assessing in Math, p. 11.

Stuckless, E.R. and Marks, C.H. "Assessment of the Written Language of Deaf Students," (USOE Cooperative Research Project No. 2544) 1966, Pittsburg: University of Pittsburgh.

"The Student Writer: An Endangered Species?" Focus 23, Educational Testing Service, 1989.

VandeVenter, N. "RAFT: A Process to Structure Pre-Writing," Highway One (Canadian Council of Teachers of English), Winter, 26.

White, Edward M., Teaching and Assessing Writing, Jossey-Bass, San Francisco, 1985

Models in Action

Portfolios (daily journal,self-assessment, ILP, course evaluations, parent/home contacts, trip summaries/evaulations, photographs, community experiences, internships, volunteer projects, employment history). Contact Arnold Langberg, High School Redirection, 1900 Downing, Denver, CO 80218.

Portfolios (writing--rough drafts, goals, reading/writing inteviews, etc., Rocky Mountain Elementary, Adams #50, 3350 W. 99th Avenue, Westminster, CO 80030).

Portfolios (writing samples, journal evaluation, emergency reader assessment, miscue analysis, spelling assessment, math checklist), Smedley, Denver Public Schools, 4250 Shoshone, Denver, CO 80211.

Writing Assessment. Contact: Wayne Martin, Judy Gilbert, CDE.

Writing Assessment, Chapter 1. Contact: Rosalie O'Donoghue, Byers Middle School, Denver Public Schools, 150 S. Pearl, Denver, CO 80218.

Writing Assessment, Chapter 1, Adams County School District #12. Contact: Nancy Hawkins, 9351 Hoffman Way, Thornton, CO 80229.

Writing Assessment (9-12), Contact: Ronna Winterton, East High School, Denver Public Schools, 1545 Detroit, Denver, CO 80206.

Writing Checklist, Coal Creek, Boulder Valley S/D #Re 2(J), 801 W. Tamarisk, Louisville, CO 80027.

Writing Checklists, Monterey Elementary School, 2311 Monterey Road, Colorado Springs, CO 80910.

Writing Sample Assessment in the Classroom. Contact: Katy Owens, Adams Twelve Five Star Schools, 11285 Highline Drive, Northglenn, CO 80233.

Writing Samples (Whole Language). Contact: Phyllis J. Perry, Martin Park Elementary, Boulder Valley Public Schools, 3740 Martin Drive, Boulder, CO 80303.

Student Writing Folder

Author's Name _____ Title _____

Date Started _____ Date Finished _____

Editing Tasks (work on these with teacher)	Author's Comments (student writes here)
1. 2. 3. 4.	
Final Editor's Comments **(teacher comments)** Things to Celebrate:	**(peer evaluations)**

Instructional Assistance Project, Chapter 1 - Office of Federal Programs
Denver Public Schools

Writing Assessment (for readers of text/CAWLS)

Name _____ Grade _____

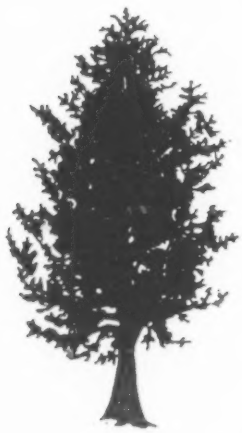
	Pre	Nov	Jan	March	Post
Attitude About Writing					
Views writing as an enjoyable experience					
Persists in following through on chosen pieces					
Sees writing as personally important					
Uses a variety of genres of writing					
List genres tried:					
Process					
Choosing Topics and Developing Ideas					
Strategies for Choosing Topics and Developing Ideas					
Sketches/draws ideas					
Uses real life experiences					
Uses books as model					
Uses other students' writing as source of ideas					
Talks to peers/teacher to develop ideas					
Pursues authentic interests by gathering resources					
Thinks/plans/rehearses writing ideas outside of class					
Webs/makes jot list					
Other strategies:					
Drafting					
Process of Writing Rough Drafts					
Understands the purpose is to get ideas down on paper					
Is fluent in getting ideas down on paper					
Is fluent in letter formation/handwriting					
Other:					
Revision					
Strategies for Revising Content					
Rereads text					
Revises while drafting					
Voluntarily conferences with teacher					
Voluntarily conferences with peers					
Returns to text with additional information					
Other strategies:					
Levels of Revision					
Revises on letter or word level					
Revises on phrases/sentence level					
Revises on larger blocks of text					

	Pre	Nov	Jan	March	Post
Types of Changes Made					
Fixes mechanics -- spelling, legibility					
Makes sense/clarifies content					
Crafts piece using specific writing techniques (i.e., better lead or word choice)					
Other:					
Editing					
Strategies Used for Spelling					
Recognizes when words are misspelled					
Writes down the sounds heard					
Uses visual memory to attempt spelling					
Asks a peer/teacher					
Finds the word in another source (e.g., around the room, in another book, dictionary, etc.)					
Writes word several times to see which spelling looks correct					
Uses conventional spelling					
Other:					
Self-editing Issues					
Recognizes improper language use (e.g., double negatives, noun-verb disagreements, etc.)					
Capitalizes letters appropriately					
Uses periods at the end of sentences					
Uses a variety of punctuation (e.g., commas, quotation marks, etc.) as appropriate					
Techniques Used for Revising/Editing					
Erases					
Crosses out					
Draws arrows					
Uses symbols					
Uses computer/word processing techniques					
Other:					
Conferencing					
Is able to read back what is written					
Willingly shares and discusses writing					
Asks partner/group for specific feedback					
Changes text as a result of sharing					
Changes text that improves the quality of the piece					
Listens actively and responds appropriately during peer conferences					
Other:					

	Pre	Nov	Jan	March	Post
Final Product					
Quality					
Quality of Ideas					
Understands the purpose/focus the piece is to communicate					
Proposes original and fresh ideas					
Conveys complex ideas (e.g., analogies, projections, etc.)					
Takes risks with emotionally important content					
Other:					
Quality of Writers' Techniques for both Fiction and Non-fiction Writing					
Has a sense of voice - personality can be heard in the writing					
Reflects on awareness of audience					
Chooses interesting/powerful words					
Includes appropriate leads/closures					
Recognizes the value of show vs. tell					
Uses dialogue					
Creates mood					
Develops topic sentences					
Includes supporting details					
Other:					
Quality of Design					
Uses appropriate form to support content					
Includes necessary elements of chosen form (e.g., story structure, report form, essay, etc.)					
Other:					
Quality of Final Product Presentation					
Writes with clear and legible handwriting					
Presents writing in an easily understandable format					
Uses conventionally spelled words for easy reading (# of correctly spelled words -- before teacher editing/ # of total words)					

Appendix A

Assessing Your Evaluation and Reporting Systems



Evaluate Your Evaluation and Reporting Systems

Evaluating Student Progress

Scale:
A = practiced to a great extent
B = practiced to a considerable extent
C = practiced to a limited extent
N = non-existent

	Circle One			
1. The evaluation program provides students with a clear understanding of exactly what they need to do in order to improve upon or correct their individual weaknesses.	A	B	C	N
2. Students are involved in the evaluation of their own progress.	A	B	C	N
3. The evaluation program includes information on each student in the areas of mental ability, achievement, personal-social adjustment, physical status, interests, attitudes, work-study skills, and creative expression.	A	B	C	N
4. Student progress is evaluated on a continuous basis throughout the year.	A	B	C	N
5. Teachers use a variety of evaluation instruments and procedures such as systematic observation, interviews, tests, anecdotal records, sociograms, and case studies.	A	B	C	N
6. Information about students is obtained regularly from parents and other professionals.	A	B	C	N
7. Teachers use the information they have about students to adapt instruction to individual differences.	A	B	C	N
8. Teachers utilize evaluation results to facilitate and improve the learning-teaching process.	A	B	C	N
9. Teachers and administrators utilize evaluation results to provide continuing feedback into the questions of curriculum development and educational policy.	A	B	C	N
10. A comprehensive system of cumulative records including only factual and/or documented information maintained on each student.	A	B	C	N
11. The evaluation program is developed and evaluated cooperatively by students, parents, teachers, and administrators.	A	B	C	N
12. The evaluation program is consistent with the goals and philosophy of the school.	A	B	C	N

Reporting Student Progress

Scale:
A = practiced to a great extent
B = practiced to a considerable extent
C = practiced to a limited extent
N = non-existent

Circle One

1. Reports to parents indicate the progress of each student in relation to his/her own goals--not class standing.	A	B	C	N
2. Reports to parents provide parents with a general understanding of their child's performance and strengths within each curriculum area.	A	B	C	N
3. Reports to parents include parent-student-teacher conferences, personal letters, telephone calls, and home visits.	A	B	C	N
4. Reports to parents are made whenever there is a need for them rather than merely at stated intervals.	A	B	C	N
5. The system of reporting to parents encompasses the objectives valued by the school.	A	B	C	N
6. Reports to parents include a method or procedure for parents to communicate to the teacher.	A	B	C	N
7. Parents, teachers, and students understand the specific objectives of each curriculum area on which student progress is evaluated.	A	B	C	N
8. The system of reporting to students and parents is developed and evaluated cooperatively by students, parents, teachers, and administrators.	A	B	C	N
9. The system of reporting to parents is consistent with the goals and philosophy of the school.	A	B	C	N
10. The system of reporting makes it obvious that there is an opportunity for the student to improve.	A	B	C	N

Helene Willis, Boulder Valley Schools

Indicators of Quality Schools

Assessment

To be accountable means that educational goals and learner outcomes are developed, programs carried out, and results reported. Assessment of programs and outcomes is essential for school improvement.

WHAT IS
The extent to which this practice/condition is present in your school.

0 = It is not present.

1 = It is just beginning. It operates only on a very limited basis.

2 = It is present and operating but only in certain programs or departments.

3 = It is present and operating well on a school-wide basis.

IMPACT POTENTIAL
The extent to which human and/or material resources invested in the implementation of this practice/condition is positively impacting or could positively impact the effectiveness of your school.

0 = No impact potential for school effectiveness.

1 = Very limited impact potential.

2 = Some impact potential.

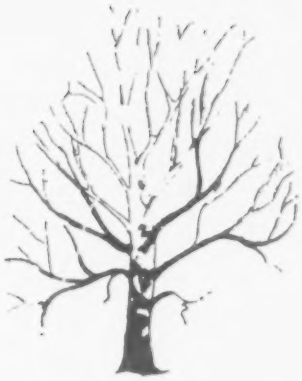
3 = Very positive impact potential for school effectiveness.

WHAT IS		IMPACT POTENTIAL
_____	1. The School (or District) has established evaluation and assessment purposes and priorities.	_____
_____	a. There is a written statement of evaluation purposes.	_____
_____	b. Purposes of assessment and evaluation in school include consideration of student outcome assessment, program evaluation, and evaluation of progress on the school improvement priorities.	_____
_____	c. There is a schedule for testing.	_____
_____	d. Other evidence: _____ _____	_____
_____	2. A variety of measures or indicators are used which are appropriate for the objectives.	_____
_____	a. Tests are used which allow comparison on at least some items with national performance.	_____
_____	b. Criterion tests based on the school's learner objectives are used to assess student performance.	_____

WHAT IS		IMPACT POTENTIAL
_____	c. Test scores are compared with expected scores appropriate to the students.	_____
_____	d. Assessment data allows the school to report change over time.	_____
_____	e. Information on instructional effectiveness is obtained from students after they leave school as graduates or dropouts.	_____
_____	f. Feedback is obtained from the public, parents, colleges, and employees on the quality of students' and graduates' job performance.	_____
_____	g. Achievement is assessed in a variety of ways (e.g., tests, teacher logs, competency standards, performance reports).	_____
_____	h. Affective objectives are assessed in various ways (e.g., through attitude scales, self-concept measures, discipline reports, and observed pupil behaviors).	_____
_____	i. Other evidence: _____	_____
_____	3. Student outcome results and other evaluations are reported to appropriate publics and individuals, and the results used to make decisions for program improvement.	_____
_____	a. The teaching staff receives evaluation results.	_____
_____	b. The principal or central staff works with school staff to interpret evaluations and apply results for individual student and program effectiveness.	_____
_____	c. Specific program changes (e.g., adjustments, improvements, or terminations have been made based on student and/or program evaluations).	_____
_____	d. Student outcome results for the school or district are reported to parents , the school board, and the general public.	_____
_____	e. Curriculum improvement priorities have been set, based in part on assessment results.	_____
_____	f. Other evidence: _____	_____

_____ Average score for Assessment _____

Quantum physics tell us that things do not change slowly over time -- they make quantum leaps.



Appendix B

Additional Resources

Additional Resources:

Able, Harriett; Rogers, Terri; Smith, David; Yim, Carla. Guidelines for the Assessment Process in Colorado. Colorado Department of Education, Denver, CO, Fall, 1988.

Apodaca, Mary. Proficiency Sample Project. Colorado Department of Education, Denver, CO, February, 1990.

Archbald, Doug A.; Newmann, Fred M. Beyond Standardized Testing: Assessing Authentic Academic Achievement in the Secondary School. National Association of Secondary School Principals, Reston, VA, 1988.

Baron, Joan. Toward a New Generation of Student Outcome Measures: Connecticut's Common Core of Learning Assessment. Connecticut Department of Education, Office of Research and Evaluation, Hartford, CT, 1989.

Coalition of Essential Schools. "Performances and Exhibitions: The Demonstration of Mastery." *Horace,* Volume 6, No. 3, Box 1938, Brown University, Providence RI 02912.

Educational Leadership, April, 1989 issue.

Ellis, Arthur J. A Handbook for Colorado Educational Accountability. Colorado Department of Education, Denver, CO, March, 1989.

Fowles, Mary. A Close Look at Portfolio Assessment. Educational Testing Service, Princeton, NJ, 1989.

Goodman, Kenneth; Goodman, Yetta M.; Hood, Wendy J. The Whole Language Evaluation Book. Heinemann Educational Books, 1989.

Howard, Eugene; Griffin, Tim. The Effective Education Series: Indicators of Quality Schools: Instrument to Access Your School's Quality. Colorado Department of Education, Denver, CO, 1986.

Kappan, May, 1989 issue.

Krest, Margie. "Adapting the Portfolio to Meet Students Needs," *English Journal,* February, 1990.

Martin, Wayne. A Progress Report, Strategies for Excellence, CSBE Goals: Assessment of Student Performance. Colorado Department of Education, Denver, CO, May 17, 1989.

National Center on Effective Schools. Alternatives to Standardized Tests: Examples. Newsletter, Vol. 2, No. 2., 1987.

Portfolio Assessment Clearinghouse, c/o San Dieguito Union High School District, 710 Encinitas Boulevard, Encinitas, CA 92024 Quarterly newsletter available.

Stenmark, Jean Kerr. Assessment Alternatives in Mathematics: An Overview of Assessment Techniques that Promote Learning. Prepared by the EQUALS staff and the Assessment Committee of the California Mathematics Council, 1989.

Strategic Options Initiative. Visions and Beliefs. Strategic Options Steering Committee, c/o Jim Hennes, Colorado Department of Education, April, 1990.

Valencia, Sheila. "A Portfolio Approach to Classroom Reading Assessment: The Whys, Whats, and Hows," *The Reading Teacher*, January 1990.